Factors Associated with Student Retention within MAEOPP Educational Talent Search Programs

by

Aimee R. Gabrielson

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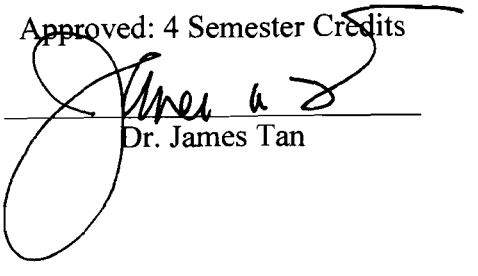

Dr. James Tan

The Graduate School

University of Wisconsin-Stout

May, 2006

The Graduate School
University of Wisconsin-Stout
Menomonie, WI

Author:	**Gabrielson, Aimee R.**
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ABSTRACT

Pre-college outreach programs throughout the country struggle with the issue of student retention, including Talent Search, a low-intensity outreach program funded by the Federal TRIO program. The University of Wisconsin-Stout's Talent Search program conducted a study in order to learn more about retention and the impact of program services on attrition among Talent Search projects. A survey was mailed to 87 Talent Search Directors requesting information about contacts with students, transition services, program staff, funding, and retention rates. Twenty-eight projects responded. Results show that there is very little diversity between program services and retention rates, and that retention rates appear to be very high in most programs. A significant negative correlation was found between the number of students per program staff and retention rates. The researcher recommends that Talent Search projects develop not only an operational definition for retention, but also a more effective method of tracking students through the program in order to study this issue in greater depth.

The Graduate School

University of Wisconsin Stout

Menomonie, WI

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Chapter I: Introduction

Talent Search, funded by the Department of Education's TRIO program, is a pre-college outreach program that assists individuals identified as "at-risk" in graduating from high school and pursuing a postsecondary education. One common problem associated with the Talent Search program (and all pre-college outreach programs) is the low retention rate of students.

Statement of the Problem

Pre-college outreach programs around the country face problems associated with the retention of students throughout the duration of the program. UW-Stout's Talent Search program would like more information regarding retention issues within Talent Search projects in their region. No studies have been conducted to determine the causes associated with program attrition, and no studies have been conducted that compare retention rates among Talent Search programs throughout the country with specific program services and number and types of contact with students.

Purpose of the Study

The goal of this study is to benchmark UW-Stout's Talent Search program to other Talent Search programs in the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP). Additionally, the purpose of this study is to disseminate information regarding retention rates and program services of Talent Search programs within MAEOPP in order to assist other Talent Search programs in determining whether retention is an issue, and if it is to assist them in improving their retention rates.

Assumptions of the Study

This study assumes that the retention rates being reported by Talent Search projects are accurate and that all projects identify and track student retention rates the same way.

Definition of Terms

Disadvantaged student: A disadvantaged student is one who is either considered low-income or a potential first-generation college student. Two-thirds of Talent Search participants must be disadvantaged students.

Low-income participant: "A low-income participant is one whose family's taxable income was less than 150 percent of the federal poverty level amount. The US Department of Commerce, Bureau of the Census, sets guidelines to determine the definition of poverty level" (US Department of Education, 2002, p. 6).

Mid-America Association of Educational Opportunity Program Personnel (MAEOPP): MAEOPP is a "non-profit consortium of professionals with the specific purpose of leveling the playing field of educational opportunity for first generation, low income, and disabled students.... [And a] representative professional body for colleges, universities and agencies that host federally-funded TRIO educational opportunity programs within ten states in the great Midwest" (www.maeopp.org, 2006). MAEOPP has representatives in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, Ohio and Wisconsin.

Participant turnover: "Turnover... describes the phenomenon of participants entering and leaving the program" (US Department of Education, 2004, p. xxvi).

Potential first-generation college student: "A potential first-generation college student is one whose parents or guardians did not receive a baccalaureate degree" (US Department of Education, 2002, p. 6). The term "potential" refers to the fact that they have the ability to become the first in their family to receive a baccalaureate degree.

Talent Search: Talent search identifies "qualified youths with potential for postsecondary education, encourage[s] them to complete secondary school and to enroll in postsecondary

education programs, publicize[s] the availability of student financial aid, and encourage[s] secondary and postsecondary dropouts to reenter an educational program" (US Department of Education, 2004).

TRIO programs: TRIO programs consist of several programs operated by the [Federal Department of Education] to help disadvantaged students prepare for and succeed in postsecondary education. The first three programs (thus "TRIO") were Upward Bound, Talent Search, and Student Support Services. Other programs created later included Upward Bound Math/Science, the Ronald E. McNair Postbaccalaureate Achievement Programs, and the Educational Opportunity Centers (EOC) program (US Department of Education, 2004, p. xxi).

Upward Bound: "Upward Bound provides intensive academic services to disadvantaged high school students" (Department of Education, 2004, p. 1).

Limitations of the Study

There are several limitations of this study. One significant limitation is that this study was conducted over a very limited time-frame. Thus, response rate for the survey was only about 30 percent, and the researcher was not able to complete a thorough literature review previous to writing and administering the survey. Additionally, the researcher was not able to find any evidence of previous studies that aimed to determine the causes of low retention in pre-college outreach programs, and thus had nothing to compare the results to or base the discussion on. Lastly, literature on pre-college outreach programs indicates that it is difficult to compare programs due to the differences in program services and implementation.

Methodology

Surveys were distributed via standard mail to the 87 Talent Search programs in the Midwest Association for Educational Opportunity Program Personnel. The surveys asked

questions about program staff, non-fiscal school-district support, student retention rates, average number of contacts per students in each grade served, methods of contacts (i.e. in-class, after school, etc.), and types of contacts (individual, small group or large group). Surveys also asked for information regarding the transitioning of students from middle to high school. Program Directors were asked to complete the survey with the most current and accurate information they had.

One week before the surveys were mailed a postcard was sent out so that Program Directors could anticipate the arrival of the survey. Additionally, the researcher offered free copies of the final report to all Program Directors who completed the survey.

Data was analyzed using SPSS 12.0 for Windows; analyses consisted of descriptive statistics, *t*-tests, and correlations.

Chapter II: Literature Review

Access to Higher Education

The divide between individuals who have received postsecondary education and those who have not is a definite problem in American society and has been given attention by the Federal government for at least the past 5 decades (Association of American Colleges and Universities, 2004). The College Board published statistics in 1999 (see Table 1) stating that the annual salary of a college graduate is 77 percent more than that of a high school graduate (National Postsecondary Education Cooperative, 2001).

Table 1

Median annual household income, by educational attainment of the head of household: 1998

Education	**Income**
Less than 9th grade	$15,541
Less than high school diploma	19,851
High school graduate	33,779
Some college	40,015
Associate's degree	45,258
Bachelor's degree	59,048
Master's degree	68,115
Doctor's degree	87,232

Note: As cited in *Trends in College Pricing,* The College Board, 1999, stated in *Paving the Way to Postsecondary Education,* National Postsecondary Education Cooperative, 2001.

This income discrepancy is significant and the implications of it reach far beyond the economic strain put on individuals and families and into the realm of social, physical and

emotional well-being of the individuals and families affected(Advisory Committee on Student Financial Assistance, 2004; National Postsecondary Education Cooperative, 2001). Additionally, society becomes burdened by those who do not benefit from a college education: the more education one receives, the less likely they are to encounter problems with the criminal justice system, utilize social services, encumber the tax system, and burden the health care system (Advisory Committee on Student Financial Assistance, 2004; National Postsecondary Education Cooperative, 2001). Kezar (2000) notes that the "political equity" associated with academic achievement only increases the importance of attaining some form of postsecondary education. Kezar cites a study done by Fenske, et al in 1997 that found low income and potential first-generation college students have a decreased chance of graduating from high school and pursuing a postsecondary education (2000).

Low-income, potential first-generation college students and minority students all face barriers to pursuing higher education. Gladieux and Swail's 1998 study (as cited in National Postsecondary Education Cooperative, 2001) found that "one-fifth of students in the lowest quintile of family income enrolled in a 4-year institution, while two-thirds of those students in the highest quintile of family income did so" (p. 4). The National Postsecondary Education Cooperative (2001) also cites a study done by Horn and Carroll in 1997, who found that at-risk students attend college at a rate of 30 percent, while students who have no factors that make them at-risk attend college at a rate of 58 percent.

Students are considered at-risk if they fall into at least one of the following categories (Postsecondary Educational Cooperative, 2001):

- Coming from a single-parent home
- Having an older sibling who dropped out of high school
- Moving excessively
- Having Cs or below in grades six through eight
- Repeating a grade in high school
- Being from a low SES home

Certain factors have been shown to be correlated with increased enrollment in postsecondary institutions, specifically (Becker 1999; Kezar 2001; King, 2000; Klopott, 2003; Martinez and Perna, 2000; Pathways to College Network, 2004):

- Socioeconomic status
- Education aspirations and plans
- Academic preparation and achievement
- Parental support and encouragement
- Encouragement from counselors, teachers, and peers
- Knowledge and information about college costs and financial aid

Federal, state and local governments, as well as community organizations, postsecondary institutions, and school districts have developed programs to target at-risk groups and assist them in graduating from high school and obtaining postsecondary education. These pre-college outreach utilize the known factors associated with increased postsecondary enrollment programs and offer a variety of services to a variety of students.

Pre-College Outreach Programs

Since the 1960s the American government has allocated resources to programs that encourage and allow low-income and potential first-generation college students to complete high school and pursue a post-secondary education (Advisory Committee on Student Financial Assistance, 2004; Association of American Colleges and Universities, 2004; National Postsecondary Education Cooperative, 2001; Perna, et al, 2000). Pre-college outreach programs "provide supplemental opportunities for students at the elementary and secondary levels to increase their academic skills and become more aware of their postsecondary opportunities" (Swail and Roth, 2000, p. 16). Swail and Roth (2000) contended that these outreach programs are funded in order to close the gap between the "haves" and the "have-nots" in the school system. These programs have good track records of retaining students through high school and assisting them in enrolling in a postsecondary institutions due to the fact that they provide students with academic assistance, information about financial aid and college admissions, and information about types of programs and schools available (Association of American Colleges and Universities, 2004; Cabrara, 2004; Kitt, 2004; Perna, 2000).

TRIO Programs: The most widely-known (and widely-funded) pre-college outreach programs are funded by the Federal TRIO Program; which funds outreach programs that target students from disadvantaged backgrounds and motivate and support them to seek educational opportunities (www.ed.gov, 2006).

The Federal TRIO Program stemmed from the Economic Opportunity Act of 1964, which was created in an effort to fight the "War on Poverty" (www.ed.gov, 2006). TRIO started in 1964 with the funding of Upward Bound, a program that provides opportunities to disadvantaged students in order to assist them in succeeding in both high school and in their

postsecondary pursuits (www.ed.gov, 2006). Upward Bound provides students with instruction in math, science, composition, literature and foreign language in addition to other services. In 1965 the government implemented the Higher Education Act which included Talent Search, a program that provides disadvantaged students with academic, career and financial counseling in order to assist them in graduating from high school and pursuing a postsecondary education (www.ed.gov, 2006). In 1968, the government introduced the Student Support Services program, which works with students in college in order to increase college retention and graduation rates for program participants. These three programs came to be known as the TRIO programs. The Federal TRIO Program now includes six separate outreach programs (see Table 2). Originally, these programs were designed to "complement and encourage the use of federal financial aid in postsecondary education" (Department of Education, 2004). These programs have grown and changed, however, and now reach out to participants in a much broader way. Currently, the University of Wisconsin-Stout has two Student Support Services programs as well as a Talent Search program.

Table 2

Student outreach services provided by Federal TRIO Programs

Year Created	Name	Targeted Participants	Program Services (may vary within individual programs)
1964	Upward Bound	• High school students from low-income families • High school students from families in which neither parents holds a bachelor's degree • Low-income, first-generation military veterans	• Instruction in math, science, composition, literature, foreign language, reading, writing, study skills and other subjects deemed important for success in postsecondary education • Academic, financial or personal counseling • Exposure to academic programs and cultural events • Tutoring • Mentoring • Information on postsecondary education opportunities • Financial Aid and college admission application assistance • College entrance exam preparation Work opportunities that allow participants to gain exposure to careers that require postsecondary education

Year Created	Name	Targeted Participants	Program Services (may vary within individual programs)
1965	Talent Search	• Individuals from disadvantaged backgrounds • High school drop-outs	• Academic, financial, career and personal counseling • Career exploration and aptitude assessment • Tutor services • Information on postsecondary education • Exposure to college campuses • Information on financial assistance • Assistance with the completion of college admission and financial aid applications • Mentoring • Workshops and special activities for middle-school students and families of participants

Year Created	Name	Targeted Participants	Program Services (may vary within individual programs)
1968	Student Support Services	• Students enrolled in post-secondary institutions	• Instruction in basic study skills • Tutoring • Academic, financial or personal counseling • Assistance in securing admission and financial aid enrollment in four-year institutions • Assistance in securing admission and financial aid for enrollment in graduate and professional programs • Information about career options • Mentoring • Special services for students with limited English proficiency • Direct financial assistance in the form of grants to current participants who are receiving Federal Pell Grants

Year Created	Name	Targeted Participants	Program Services (may vary within individual programs)
1972	Educational Opportunity Centers	• Qualified adults who want to enter or continue a program of postsecondary education	• Academic assistance • Personal counseling • Career workshops • Information on postsecondary educational opportunities • Information on student financial assistance • Application assistance for college admissions, testing and financial aid • Coordination with nearby postsecondary institutions • Media activities designed to involve and acquaint the community with higher education opportunities • Tutoring • Mentoring

Year Created	Name	Targeted Participants	Program Services (may vary within individual programs)
1986	Ronald E. McNair Postbaccalaureate Achievement Program	• College students from disadvantaged backgrounds who have demonstrated strong academic potential	• Research opportunities • Mentoring • Seminars and other scholarly activities designed to prepare students for doctoral studies • Summer internships • Tutoring • Academic counseling • Assistance in obtaining student financial aid • Assistance in securing admission and financial aid for enrollment in graduate programs

Year Created	Name	Targeted Participants	Program Services (may vary within individual programs)
1990	Upward Bound Math/Science	• Secondary students	• Summer programs of intensive math and science training • Year-round counseling and advisement • Exposure to university faculty who do research in math and science • Computer training • Participant-conducted scientific research under the guidance of a mentor

Note: As stated on www.ed.gov

Talent Search: Talent Search programs extend their services to more students than any other TRIO program (Department of Education, 2004). When the Talent Search program was enacted, Congress wanted to ensure that disadvantaged students were provided with the supplemental services necessary to prepare these students for college as well as to help them succeed in their postsecondary education (Department of Education, 2004). The overall goal of Talent Search is to increase the number of disadvantaged students who graduate from high school and pursue a postsecondary education (www.ed.gov, 2006). Specifically, the Department of Education (1998) notes that Talent Search is to assist disadvantaged students who posses the potential for a postsecondary education, as well as to provide them with the skills and information they need to graduate from high school and enroll in a postsecondary program.

By 2000, statistics released by the Department of Education (2004) stated that 361 Talent Search projects had been funded to the tune of about $100 million, with about 300,000 participants being served. Talent Search programs have one of the lowest dollar amounts of all the TRIO programs for amount per person served, averaging $313 per program participant (Department of Education, 2004). Additionally, Talent Search programs rank at the top of the list of TRIO programs when it comes to average number of participants served per project, with an average of 891 participants (Department of Education, 2004). Table 3 illustrates the differences between the various TRIO programs in regard to funding and participants served. As is evidenced by the number of students served and the funding per student served, Talent Search is considered to be a relatively non-intensive outreach program, designed to complement other TRIO (and non-TRIO) services (Department of Education, 2004).

Table 3

TRIO funding, number of grants, average award, amount per person served, and number funded to serve: 2000-2001

Program	Total funding	Number of grants	Number served	Average award	Amount per person served	Average number funded to serve per project
Talent Search	$100,544,841	360	320,854	$279,291	$313	891
Educational Opportunity Centers	30,504,684	82	160,836	372,008	190	1,961
McNair	34,859,043	156	3,774	223,455	9,237	24
Student Support Services	183,298,415	795	176,614	230,564	1,038	222
Upward Bound	249,650,137	772	56,564	323,381	4,414	73
Upward Bound Math/Science	32,302,902	123	6,093	254,495	5,302	50

Note: Cited in the Department of Education's "Implementation of the Talent Search Program, Past and Present," 2004

Talent Search programs focus on school and community outreach and place a heavy emphasis on guiding participants through the program beginning in elementary and middle school (Department of Education, 2004). Their reasoning is that the earlier students are targeted, the more effective the program, regardless of the low-intensity nature of the program (Advisory Committee on Student Financial Assistance, 2004; Department of Education, 2004; National Postsecondary Education Cooperative, 2001). Talent Search programs are seen as being highly

effective; Sliva and Kim (1998) state that 73 percent of Talent Search students pursue a postsecondary education.

Retention problems

The National Postsecondary Education Cooperative (2001) states that among pre-college outreach programs, attrition is not only problematic, but that few programs do not report or do not know how many of their students who enter the program end up completing it. Additionally, the National Postsecondary Education Cooperative states that between one-third and one-half of students who begin outreach programs attrite previous to high school graduation or completion of the program. It is common for programs to report only the retention and college enrollment rates of students who physically graduate from high school (National Postsecondary Education Cooperative, 2001).

The Department of Education (2004) released a report entitled, "Implementation of the Talent Search Program, Past and Present." In this report, they state that students participate in Talent Search programs for short, rather than lengthy, periods of time. The Department of Education estimates that Talent Search staff devote approximately 14 percent of their time to recruitment activities. Thus, although the enrollment numbers are consistently high, precious resources are likely being spent on recruitment activities due to low retention rates from year-to-year (Department of Education, 2004).

Evaluations of TRIO's Upward Bound program found that only one-third of students who initially enroll in Upward Bound actually complete the program. The most commonly cited reason for withdrawing from the program is the addition of an after-school job (Advisory Committee on Student Financial Assistance, 2004; National Postsecondary Education Cooperative, 2001). The impact of jobs and other extracurricular activities on participation in

Upward Bound lies in the fact that Upward Bound programs typically require students to meet after school, on the weekends, and during the summer (Advisory Committee on Student Financial Assistance, 2004; National Postsecondary Education Cooperative, 2001; www.ed.gov, 2006). The problem of attrition becomes even greater when one considers the findings from these evaluations which state that the longer the students remain in the program, the more likely they are to enroll in college (National Postsecondary Education Cooperative, 2001). The inference can be drawn that retention is not only a matter of program resources, but of program success as well.

The Department of Education (2004), as well as the National Postsecondary Education Cooperative (2001), contended that determining the reasons for low retention in the program will not only allow for programs to allocate resources used for recruitment activities elsewhere, but will also likely increase the impact of the program on its participants. Moreover, by determining what characteristics are correlated with retention, programs can share the information and strategies for increasing retention (Department of Education, 2004).

Program retention and participation rates seem to be higher for programs that offer low-intensity activities, such as college fairs or sessions on financial aid applications (Advisory Committee on Student Financial Assistance, 2004). Moreover, the Advisory Committee on Student Financial Assistance asserts that schools with high percentages of low-income students commonly have high attrition rates within the schools themselves – some as high as 50 percent. This claim is reinforced by Tom Mortenson, Higher Education Policy Analyst for the Council for Opportunity in Education, who proposes that:

> In or out of a Talent Search program, [students] retain their high risk characteristics. Hopefully, the services they receive in Talent Search should

> address those risk factors. My guess is that those services are built around more general and proven strategies that support student persistence (personal communication, 2006).

It would be worth studying the impact of length of program participation on retention in low-intensity programs such as Talent Search. Since low-intensity programs typically have higher retention rates and consider themselves to be complementary to other outreach programs, length of program participation may not have the same effect on program success as those high-intensity (and more costly) programs such as Upward Bound.

Calls for Systematic Change

It is argued that in order for pre-college outreach programs to truly close the postsecondary education gap, they need to work with schools in order to form a long-term and systematic change (Department of Education, 2003; Kezar, 2000; Martinez and Klopott, 2003; Pathways to College Network, 200; Swail and Roth, 2000;) . Their reasoning is that early intervention programs will only have long-term success if they aim to impact and transform the currently failed system that requires their services (Swail and Roth, 2000). The Department of Education adds that:

> Currently, most college transition programs are "add-ons" and not part of the comprehensive counseling programs at the school level. If more students are to be served, then comprehensive counseling programs need to be part of and support the reforms being undertaken by schools.... Even for students who have firm plans to attend traditional college or university, integrated career awareness activities are likely to help them make a decision about a school and an academic major that is more grounded in knowledge than in intuition (2003, p. 4).

In "A Shared Agenda" (2004), the Pathways to College Network shared six principles created for all sectors of society; including leaders in education, community members, and government and non-profit agencies. These principles are based on research and evidence from a plethora of studies, and at their most basic level call for a systematic change in the way organizations, governing bodies and schools go about assisting students. Pathways to College challenges everyone to work together to create reform in all levels that will help rid our society of the inequalities that exist among those who do and do not pursue a postsecondary education. The six principles outlined in "A Shared Agenda" (Pathways to College Network, 2004, p. 1) can be found in Table 4.

Table 4

Six Principles to Make College a Realistic Goal for all Young People

Principle	Recommendations
1. Expect that all undeserved students are capable of being prepared to succeed in college	• All students must be challenged by high expectations
2. Provide a range of high-quality college-preparatory tools for underserved students and their families	• Require a complete college-preparatory core curriculum • Make honors and college-credit classes available to all students • Provide early college awareness programs and broad support services to accelerate student learning • Make language-accessible college planning and financial aid information available

Principle	Recommendations
3. Embrace social, cultural, and learning-style differences in developing learning-environments and activities for underserved students	• Involve families in supporting learning • Affirm students' social and cultural contexts • Create environments that support diversity and foster positive intergroup relations
4. Involve leaders at all levels in establishing policies, programs, and practices that facilitate student transitions toward postsecondary attainment	• From elementary to middle school • From middle to high school • From high school to college • From college to work and further education
5. Maintain sufficient financial and human resources to enable underserved students to prepare for, enroll, and succeed in college	• Staff schools and programs with well-qualified teachers, counselors, and leaders • Ensure equitable funding that addresses past deficiencies and meets student needs • Fund robust need-based financial aid
6. Assess policy, program, practice and institutional effectiveness regularly	• Use assessment models that demonstrate whether practices are working for underserved students • Focus on data that provide feedback for continuous improvement • Employ a variety of analytical tools, avoiding heavy reliance on any single measure

Chapter III: Methodology

The literature on retention rates within pre-college programs raises more questions than it answers. UW-Stout's Talent Search program is interested in knowing not only how successful their program is in retaining students, but also whether retention is an issue among Talent Search programs in the region. In order to study this, UW-Stout's Talent Search program sent out a survey to Talent Search Program Directors in the Mid-America Association for Educational Opportunity Program Personnel requesting information on their program services and retention rates.

Subject Selection and Description

All Talent Search programs in the Mid-America Association for Educational Opportunity Program Personnel (MAEOPP) were selected for this study. This group was selected because it is believed that the programs and their populations would be most comparable to UW-Stout's Talent Search program. Eighty-seven Talent Search programs exist within MAEOPP in the states of Illinois, Iowa, Indiana, Kansas, Michigan, Minnesota, Nebraska, Ohio and Wisconsin. Twenty-eight programs completed and returned surveys, resulting in a 32 percent response rate. Program Directors were offered an incentive to complete the survey; all programs who returned surveys were given the option of receiving the final report.

Instrumentation

A survey was developed that requested information regarding:

- Length of program existence
- Dollar amount of a program's most recent grant
- Number of students served
- Number of employees, as well as number of months worked and percent full-time employment for each employee
- Retention rates for various grade levels
- Additional program funding
- Non-fiscal support from school districts served
- Number of contacts per grade level, per student
- Type of contact per grade level (i.e. individual, small group, large group)
- Method of contact per grade level (i.e. going into class, meeting after school)
- Transition services for students advancing from middle to high school

The survey was mostly check-box with a small number of fill-in-the-blank questions. Additionally, space was provided at the end of the survey for Program Directors to include contact information in the event that they wanted a copy of the final report. A copy of the survey can be found in Appendix B.

Data Collection Procedures

A 138-question survey was sent out via standard mail to all Program Directors of Talent Search projects within MAEOPP. Attached to the survey was a cover letter (see Appendix A) detailing the significance of the research and instructions for completing the survey, as well as an informed consent form. A pre-addressed business reply envelope was included in the mailing

packet. Surveys were mailed, along with informed consent forms (which were not attached to the survey) to the researcher. One week before the survey was distributed a postcard was mailed to all Program Directors of Talent Search projects within MAEOPP briefly explaining the project and asking them to keep an eye out for the survey.

Data Analysis

The Statistical Program for the Social Sciences (SPSS), version 12.0, was used for data analysis. Descriptive statistics, frequencies, Pearson correlations, t-tests were run.

Limitations

One limitation of this study simply comes from the fact that there was not much, if any, information available for retention within Talent Search programs. Essentially, this study is a starting-point for other researchers to delve more deeply into the topic of retention within high and low-intensity pre-college outreach programs, and should not be viewed as the authoritative voice on the topic.

The fact that retention is not consistently defined among all Talent Search programs (or even within an individual Talent Search program) is an important limitation to note. If further studied, the researcher recommends defining retention within the survey instrument in order to more confidently generalize the findings.

Chapter IV: Results

A survey was given to determine whether patterns in program services and student retention exist among Talent Search programs within MAEOPP. Additionally, retention rates from other Talent Search programs were compared to retention rates of UW-Stout's Talent Search program. Descriptive statistics, frequencies, Pearson correlations, and independent and single-sample *t*-tests were used to look for patterns and relationships in the data.

Descriptive Statistics

How many years has your ETS program been providing services? The average MAEOPP Talent Search program has been providing services for almost 15 years (n=28, m=14.71), with a minimum of 3.75 years and a maximum of 40 years.

Table 5

How many years has your ETS program been providing services?

Number of Years	Frequency
3-5	5
6-8	6
12-14	4
15-17	7
20-30	3
31-40	3

What is the dollar amount of your most recent TRIO grant? Grant awards average at just under $300,000 (n=26, m=$297,920) with a minimum of $204,000 and a maximum of $556,351. Due to the fact that a few programs were awarded very large grants, it is relevant to report that

48 perent of Talent Search programs had grants of $252,014 or less. Per-student funding averaged $378 (n=26), with a minimum of $255 and a maximum of $536.

How many students does your ETS office serve? MAEOPP Talent Search programs serve an average of 807 students (n=28), with a minimum of 600 students and a maximum of 1,500 students. The median number of students served was 735, indicating that approximately 50 percent of MAEOPP Talent Search programs serve 735 students or less.

List percent full-time employment as well as number of months worked per year for each office staff member. Talent Search projects averaged 5 employees (n=27); with a minimum of 3 and a maximum of 9. Projects averaged 158 students per staff member, with a minimum of 88 students per staff member and a maximum of 267 students per staff member. Since project staff varied greatly with regard to percent full-time employment as well as number of months worked, the total results were tabulated and appear in Table 6.

Table 6

Percent full-time employment and number of months worked per year, per staff

Percent Full-Time Employment	**Number of Months Worked Per Year**	**Number of Staff**
100 percent	12 months	65 people
100	11	14
100	10	16
100	9.5	4
100	9	3
100	8	1
100	6	1
100	5	1

Percent Full-Time Employment	Number of Months Worked Per Year	Number of Staff
100 percent	n/a (months)	4 people
91	11	1
80	11	1
80	10	2
80	9.5	1
75	11	1
75	10	1
75	9.5	1
75	9	1
60	11	1
50	12	7
50	10	2
50	9	2
33	12	1
29	12	2
25	12	2
15	7	1
		Total Staff: 136 people

What are your student retention rates (in percentages) for the following grade levels:

8th-9th: 8th to 9th grade retention rates for Talent Search programs averaged 97 percent (n=19), with a minimum of 88 percent and a maximum of 100 percent, however, the median retention rate, the point at which half the program retention rates are above and half are below, was 99 percent.

9th-10th: 9th to 10th grade retention rates for Talent Search programs averaged 95 percent (n=18), with a minimum of 66 percent, a maximum of 100 percent, and a median of 99 percent.

10th-11th: 10th to 11th grade retention rates for Talent Search programs averaged 95 percent (n=18), with a minimum of 87 percent, a maximum of 100 percent and a median of 97 percent.

Overall: Overall retention rates for Talent Search programs averaged 95 percent (n=18), with a minimum of 77 percent, a maximum of 100 percent, and a median of 98 percent.

Does your ETS program receive any additional funding? Only five of the 28 programs receive additional funding. One institution receives $300/year from an additional grant and four programs receive "other funding," in the form of private donations, institutional funds and corporate donations. This additional funding ranges from $200 to over $28,000/year.

What non-fiscal support does your ETS program receive from the school districts that receive your program services? Responses to this question are listed in Table 7.

Table 7

Non-fiscal funding from school districts

Type of Support	Number of Programs / Out of
Class time	4 programs / out of 28
Computers/computer labs	24 / 28
Copying/printing	23 / 28
After-hours facilities	20 / 28
Office space	15 / 27
Personnel support	20 / 28
Teaching space	20 / 28
Transportation for students	7 / 27
Other support	4 / 26

Types of "other support" included chaperones, working with schools to identify and recruit participants, and the use of school newsletters, websites and announcements.

Program services - 5th grade: Five programs report providing services to 5th graders. Programs typically met with 5th graders two to four times a year. One program reported offering a summer reading program during the summer following 5th grade, another reported offering field trips and workshops. Table 8 details types of contact with 5th graders; Table 9 details methods of contact.

Table 8

Types of contact with 5th graders

Types of Contact	Number of Programs / Out of
Individual contact	4 programs / out of 5
Small group contact (2-5 students)	5 / 5
Large group contact (6 or more students)	4 / 5

Table 9

Methods of contact with 5th graders

Methods of Contact	Number of Programs / Out of
Going into classrooms during school hours	1 program / out of 5
Pulling students out of class	2 / 5
Meeting with students after school hours	4 / 5
Meeting with students on the weekends	3 / 5
Other	2 / 5

6th grade: Talent Search programs have an average of six contacts per 6th grade student, per year (n=26), with a minimum of two contacts and a maximum of fourteen contacts. Table 10 details types of contact with 6th graders; Table 11 details methods of contact.

Table 10

Types of contact with 6th graders

Types of Contact	Number of Programs / Out of
Individual contact	23 programs / out of 28
Small group contact (2-5 students)	27 / 28
Large group contact (6 or more students)	27 / 28

Table 11

Methods of contact with 6th graders

Methods of Contact	Number of Programs / Out of
Going into classrooms during school hours	16 programs / out of 28
Pulling students out of class	24 / 28
Meeting with students after school hours	18 / 28
Meeting with students on the weekends	9 / 27
Other	10 / 28

Other methods of contact include:

- Study hall/homeroom (5 programs)
- Lunch time (2)
- Mail/phone (2)
- Summer school/program (2)

7th grade: Talent Search programs have an average of six contacts per 7th grade student, per year (n=26), with a minimum of two contacts and a maximum of fourteen contacts. Table 12 details types of contact with 7th graders; Table 13 details methods of contact.

Table 12

Types of contact with 7th graders

Types of Contact	Number of Programs / Out of
Individual contact	25 programs / out of 28
Small group contact (2-5 students)	26 / 28
Large group contact (6 or more students)	28 / 28

Table 13

Methods of contact with 7th graders

Methods of Contact	Number of Programs / Out of
Going into classrooms during school hours	16 programs / out of 28
Pulling students out of class	26 / 28
Meeting with students after school hours	20 / 28
Meeting with students on the weekends	11 / 28
Other	11 / 28

Other methods of contact include:

- Study hall/homeroom (5 programs)
- Summer camps/programs/school (3)
- Lunchtime (2)
- Mail/phone (2)

8th grade: Talent Search programs have an average of six contacts per 8th grade student, per year (n=27), with a minimum of two contacts and a maximum of fourteen contacts. Table 14 details types of contact with 8th graders; Table 15 details methods of contact.

Table 14

Types of contact with 8th graders

Types of Contact	Number of Programs / Out of
Individual contact	25 programs / out of 28
Small group contact (2-5 students)	27 / 28
Large group contact (6 or more students)	16 / 28

Table 15

Methods of contact with 8th graders

Methods of Contact	Number of Programs / Out of
Going into classrooms during school hours	16 programs / out of 28
Pulling students out of class	25 / 28
Meeting with students after school hours	21 / 28
Meeting with students on the weekends	11 / 28
Other	11 / 28

Other methods of contact include:

- Study hall/homeroom (5 programs)
- Lunchtime (2)
- Mail/phone (2)
- Summer camps/programs/school (2)
- Before school (1)

9th grade: Talent Search programs have an average of six contacts per 8th grade student, per year (n=27), with a minimum of two contacts and a maximum of fifteen contacts. Table 16 details types of contact with 9th graders; Table 17 details methods of contact.

Table 16

Types of contact with 9th graders

Types of Contact	Number of Programs / Out of
Individual contact	27 programs / out of 28
Small group contact (2-5 students)	27 / 28
Large group contact (6 or more students)	28 / 28

Table 17

Methods of contact with 9th graders

Methods of Contact	Number of Programs / Out of
Going into classrooms during school hours	16 programs / out of 28
Pulling students out of class	27 / 28
Meeting with students after school hours	22 / 28
Meeting with students on the weekends	13 / 28
Other	10 / 28

Other methods of contact include:

- Study hall/homeroom (5 programs)
- Lunchtime (2)
- Mail/phone (2)
- Before school (1)

10th grade: Talent Search programs have an average of six contacts per 10th grade student, per year (n=27), with a minimum of two contacts and a maximum of fifteen contacts. Table 18 details types of contact with 10th graders; Table 19 details methods of contact.

Table 18

Types of contact with 10th graders

Types of Contact	Number of Programs / Out of
Individual contact	27 programs / out of 28
Small group contact (2-5 students)	27 / 28
Large group contact (6 or more students)	27 / 28

Table 19

Methods of contact with 10th graders

Methods of Contact	Number of Programs / Out of
Going into classrooms during school hours	16 programs / out of 28
Pulling students out of class	27 / 28
Meeting with students after school hours	21 / 28
Meeting with students on the weekends	14 / 28
Other	9 / 28

Other methods of contact include:

- Study hall/homeroom (4 programs)
- Lunchtime (2)
- Mail/phone (2)
- Before school (1)

11th grade: Talent Search programs have an average of seven contacts per 11th grade student, per year (n=27), with a minimum of two contacts and a maximum of 20 contacts. Table 20 details types of contact with 11th graders; Table 21 details methods of contact.

Table 20

Types of contact with 11th graders

Types of Contact	**Number of Programs / Out of**
Individual contact	28 programs / out of 28
Small group contact (2-5 students)	28 / 28
Large group contact (6 or more students)	27 / 28

Table 21

Methods of contact with 11th graders

Methods of Contact	**Number of Programs / Out of**
Going into classrooms during school hours	16 programs / out of 28
Pulling students out of class	27 / 28
Meeting with students after school hours	23 / 28
Meeting with students on the weekends	15 / 28
Other	11 / 28

Other methods of contact include:

- Study hall/homeroom (4 programs)
- Lunchtime (2)
- Mail/phone (2)
- Before school (1)
- Summer trips (1)

12th grade: Talent Search programs have an average of seven contacts per 12th grade student, per year (n=26), with a minimum of two contacts and a maximum of 25 contacts. Table 22 details types of contact with 12th graders; Table 23 details methods of contact.

Table 22

Types of contact with 12th graders

Types of Contact	**Number of Programs / Out of**
Individual contact	28 programs / out of 28
Small group contact (2-5 students)	28 / 28
Large group contact (6 or more students)	26 / 28

Table 23

Methods of contact with 12th graders

Methods of Contact	Number of Programs / Out of
Going into classrooms during school hours	17 programs / out of 28
Pulling students out of class	28 / 28
Meeting with students after school hours	23 / 28
Meeting with students on the weekends	15 / 28
Other	11 / 28

Other methods of contact include:

- Study hall/homeroom (4 programs)
- Before school (2)
- Lunchtime (2)
- Mail/phone (2)
- Summer trips (1)

It is important to note that many of the program directors who returned surveys reported a range of possible contacts for students; in this case the researcher took the number in the middle of the range for reporting purposes. Programs reported having anywhere from two to 40 contacts with students throughout the course of a year.

How does your ETS program assist students in their transition from middle school to high school? Two-thirds of the Talent Search programs surveyed reported having the same counselor work with students in both middle and high school (n=27), and one-third of Talent Search programs report having their services offered in the same building for both middle and high school (n=27). Approximately one-third of Talent Search programs offer summer programs

(n=27) or field trips (n=26) for students transitioning from middle to high school. Another one-third of Talent Search programs report offering other services to help transition students. These results are reported in Table 24.

Table 24

Transition services for students advancing from middle to high school

Transition Service	**Number of Programs / Out of**
Same counselor works with students in both middle and high school	18 programs / out of 27
All ETS services are offered in the same building for both middle and high school	8 / 27
Summer programs are offered to students transitioning from middle to high school	10 / 27
Field trips are held for those students transitioning from middle to high school	10 / 27
Other services are offered for students transitioning from middle to high school	9 / 27

Talent Search projects report an average of 40 students participating in the summer programs (n=9). Topics covered in summer programs include:

- Academic enrichment (3 programs)
- Life/interpersonal skills (3)
- Career exploration (2)
- Computer skills (2)
- Cultural enrichment (2)
- Getting ready for high school/state diploma requirements (2)
- Study skills (2)

Talent Search projects report an average of 42 students participating in field trips. Projects report taking their students on field trips to:

- College campuses (8 programs)
- Local attractions/cultural events (5)
- Metropolitan cities (2)
- Businesses (for job shadowing, career exploration, etc.) (3)

Other methods of transition reported by Talent Search projects include:

- Transition seminars/workshops (5 programs)
- High school orientation events (2)
- Meet with high school counselor (2)
- Parent/family orientation events/workshops (2)
- Individual academic counseling (1)

Correlations

Correlations were run to determine whether there were any significant relationships between student retention and the other variables.

8^{th}-9^{th} grade retention, 9^{th}-10^{th} grade retention, 10^{th}-11^{th} grade retention and 11^{th}-12^{th} grade retention: No significant correlations were found between 8^{th}-9^{th} grade retention, 9^{th}-10^{th} grade retention, 10^{th}-11^{th} grade retention, 11^{th}-12^{th} grade retention and any of the survey variables. This indicates that number, type and method of contacts are not associated with retention within the program. Additionally, no correlations were found between 8^{th}-9^{th} grade retention, 9^{th}-10^{th} grade retention, 10^{th}-11^{th} grade retention, 11^{th}-12^{th} grade retention and:

- Age of Talent Search program
- Amount of funding
- Funding per student
- Non-fiscal support from schools and districts served
- Number of staff
- Number of students
- Number of staff per student
- Transition services for students advancing from middle to high school

Overall retention: Number of staff per student was found to be significantly and negatively correlated with overall retention rates ($n=20$, $r=-.48$, $p<.05$). This indicates that as the number of students per staff member rises, retention rates begin to fall. A correlation coefficient of .478 accounts for 22 percent of the variance associated with retention rates. This correlation is extremely interesting when one notes that it is the only significant correlation that emerged from the entire survey.

No additional variables were found to be associated with overall retention rates. This indicates that the following variables are not associated with high or low retention rates among Talent Search programs:

- Age of Talent Search program
- Amount of funding
- Funding per student
- Non-fiscal support from schools and districts served
- Number of staff
- Number of students
- Number of staff per student
- Transition services for students advancing from middle to high school

Independent Sample T-Tests

Results from the independent sample *t*-tests indicate that there are no significant differences in retention rates for programs that offer specific types and methods of contact and those programs that do not. Additionally, the t-tests determined that no significant differences in retention rates exist between programs that do or do not receive certain types of non-fiscal funding from the school districts which they serve. Lastly, analysis of the t-tests indicate that programs that offer specific transition services for those students advancing from middle to high school do not have significantly higher student retention rates that those programs that do not offer specific transition services.

Single Sample T-Tests

Single-sample *t*-tests were run to determine whether retention rates for UW-Stout's Talent Search program differed significantly from the average retention rates of reporting

MAEOPP Talent Search programs. Results indicate that UW-Stout's Talent Search program has significantly higher retention rates than the average MAEOPP retention rates for 11^{th}-12^{th} grade retention (n=17, t=-3.76, p<.01) and overall retention (n=20, t=-2.79, p<.05). Results of the single-sample t-tests are detailed in Table 25.

Table 25

UW-Stout Talent Search retention rates as compared to average retention rates reported by MAEOPP Talent Search programs

	MAEOPP Average	**UW-Stout**	**Mean Difference**	**T-value**	**Significance**
8^{th}-9^{th} grade retention rates	97.3 percent (n=18)	99 percent	-1.7 percent	-2.0	.06
9^{th}-10^{th} grade retention rates	94.7 (n=17)	99.0 percent	-4.3	-2.0	.07
10^{th}-11^{th} grade retention rates	94.9 (n=17)	99.0	-4.1	-2.0	.07
11^{th}-12^{th} grade retention rates	95.2 (n=17)	99.0	-3.8	-3.7	.00**
Overall retention rates	95.5 (n=20)	99.0	-3.5	-2.8	.01*

* Significant at the p<.05 level
** Significant at the p<.000 level

Chapter V: Discussion

This study of MAEOPP Talent Search programs revealed that programs report offering largely the same type and method of contacts with their students, and show only a small amount of diversity in the transition services Talent Search programs offer to students who are advancing from middle to high school (although the number of contacts with students varied greatly between programs). Analysis of the data showed that student retention rates are not significantly different among programs that do or do not offer certain program services, specific types and methods of contact with students, or receive various methods of non-fiscal funding from the school district which they serve. Moreover, student retention rates are not significantly related to program services, funding, non-fiscal support from school districts, or number of contacts with students. A significant, negative relationship was found between overall student retention rates and number of students per staff member, indicating that lower student-to-staff ratios result in higher student retention rates.

Limitations

One limitation of this study simply comes from the fact that there was not much, if any, information available for retention within Talent Search programs. Essentially, this study is a starting-point for other researchers to delve more deeply into the topic of retention within high and low-intensity pre-college outreach programs, and should not be viewed as the authoritative voice on the topic.

The fact that retention is not consistently defined among all Talent Search programs (or even within an individual Talent Search program) is an important limitation to note. Additionally, individual programs have different methods of tracking student participation in the program from beginning to end. This in turn affects reported retention rates.

Conclusions

Retention rates among MAEOPP Talent Search programs appear to be quite high (with a mean retention rate of 96 percent for overall retention), especially when compared to previous estimations of retention within pre-college outreach programs at only 66 percent. This finding raises numerous additional questions:

- What characteristics make Talent Search so successful?
- What do the highly successful individual programs have in common?
- Is the low-intensity of the Talent Search program what keeps students retained?
- How is retention defined within individual Talent Search programs? How was it reported by programs in this study?
- How well do individual Talent Search programs track their students through the entirety of the program?
- How does retention within low-intensity programs such as Talent Search compare with retention within high-intensity programs such as Upward Bound?
- What causes a student to attrite from a program?

The finding that lower student-to-staff ratios are correlated with higher retention rates is very interesting, and could be due to the individualized attention that students receive, however individual contacts with students were not found to significantly affect retention rates. Another explanation could be that with fewer students, staff are more easily able to both track individual students and make contacts with them regarding their participation in the program.

Results indicate that programs are fairly homogenous in regard to the non-fiscal support they receive as well as the types and methods of contact with student that they offer. It can also be assumed that programs cover the same topics since programs are obligated to follow Federal TRIO regulations regarding what topics to cover. Furthermore, programs reported very similar retention rates for their students, with the exception of a few programs which reported rates much higher or lower than most other programs. Without any differences between programs, no statistical analysis will be able to determine whether there are relationships among or significant differences between variables.

It is also important to note that the services required by TRIO are shown by the literature to be the most effective in both retaining students and ensuring high success of program outcomes. However, although many schools and Talent Search programs work well together the issue of systematic change remains.

Recommendations

This study serves as an excellent starting point for those who truly want to study retention within pre-college outreach programs. In order for a more in-depth and generalizable study to be done, however, the researcher recommends that retention be defined within the survey instrument to increase the likelihood that programs are using an operational definition of retention.

This study has highlighted the importance of programs not only creating an operational definition of retention, but also using more tracking mechanisms to follow students through the program. Not only will this make information regarding retention and attrition easier to obtain, it will also allow programs to collect data regarding the common questions and concerns that students have as well as what types of students go on to graduate from high school and receive a

postsecondary education. For example, tracking students could reveal that those who receive information about financial aid at least three times, visit at least two college campuses and whose parents attend at least one meeting are more likely to enroll in a college or university.

The researcher also recommends that the finding that lower student-to-staff rations are related to higher retention be studied. This could be very useful in making program improvements; at this point the specific cause and effect relationship cannot be identified, however further research and program changes could help bring more information regarding this relationship to light.

The fact that increased per student contacts are not related to increased retention is somewhat surprising. Talent Search is based on the belief that infrequent and low-intensity services provided over a long period of time are successful in assisting students in obtaining a postsecondary education. This information seems to reinforce Talent Search's theory. Furthermore, this information is useful due to the fact that some programs may be stretching themselves thin in the belief that more contacts equals higher retention and success rates within a program, when in fact number of contacts seems to be unrelated to student retention. However, this survey did not college any information regarding program outcomes, so it cannot be said whether there is a significant relationship between number of contacts and the number of students who pursue postsecondary education.

It is very important that this issue be further studied, and that Talent Search (and all pre-college outreach programs, for that matter), take an active interest in defining, tracking and improving retention within their programs. Additionally, programs need to work together with lawmakers, community members and schools to implement systematic changes that will decrease the reliance on programs such as Talent Search.

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Appendix A: Cover Letter to Program Directors

March 2, 2006

Program Director
Educational Talent Search

Dear Program Director:

The University of Wisconsin-Stout's Educational Talent Search (ETS) program is requesting your participation in a study. This purpose of this study is to identify:

1. Trends in student retention, funding and support within ETS programs,
2. "Best practices" among ETS programs that are utilized to increase student retention.

You have been selected for participation because as a member of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), and we believe that your ETS program's services and students are comparable to our own. By completing and returning the enclosed survey you will assist us in gathering useful information that will be utilized to implement program improvements.

This survey should take approximately 30 minutes to complete. We realize your time is valuable, and as a "thank you" for participating we would like to send you a copy of the final report. We imagine that many ETS programs are faced with the issue of declining student retention and think it is important to document regional statistics and make this information available to you.

Enclosed you will find an informed consent form as well as the survey. Please complete and return both in the business reply envelope by March 29, 2006. We sincerely hope that you will participate in this study.

This study is being carried out by Aimee Gabrielson, a graduate student in the Master of Science in Applied Psychology program at UW-Stout, as part of the research requirement for her master's degree. If you have questions or comments regarding this study, please contact me, Aimee Gabrielson (GabrielsonA@uwstout.edu), or UW-Stout's ETS Program Director, Kathleen Hirsch (HirschK@uwstout.edu), or call at 715/232-5010. We appreciate your contribution and look forward to hearing from you.

Sincerely,

Aimee Gabrielson Kathleen Hirsch

Appendix B: Talent Search Survey

Please answer the following questions with the most current data you have. Thank you for your participation!

General Program Information

1. How many years has your ETS program been providing services? _____ years

2. What is the dollar amount of your most current TRiO grant? $_____

3. How many ETS students does your office serve? _____ students

4. List percent full-time employment as well as number of months worked per year for each office staff member.

a. % FTE _____ # mo/yr _____		g. % FTE _____ # mo/yr _____	
b. % FTE _____ # mo/yr _____		h. % FTE _____ # mo/yr _____	
c. % FTE _____ # mo/yr _____		i. % FTE _____ # mo/yr _____	
d. % FTE _____ # mo/yr _____		j. % FTE _____ # mo/yr _____	
e. % FTE _____ # mo/yr _____		k. % FTE _____ # mo/yr _____	
f. % FTE _____ # mo/yr _____		l. % FTE _____ # mo/yr _____	

5. What are your student retention rates (in percentages) for the following grade levels:
   a. 8^{th}-9^{th} ___ b. 9^{th}-10^{th} ___ c. 10^{th}-11^{th} ___ d. 11^{th}-12^{th} ___ d. Overall ___

6. Does your ETS program receive any additional funding from (check all that apply):
   ___ Additional grants
   *Amount per year: $*_____
   ___ Fundraisers
   *Amount per year: $*_____
   ___ Other (please specify) _____
   *Amount per year: $*_____

7. What non-fiscal support does your ETS program receive from the school districts that receive your program services (check all that apply)?

___ Class time	___ Office space
___ Computers/computer labs	___ Personnel support
___ Copying/printing	___ Teaching space
___ Facilities after school hours	___ Transportation for students

   ___ Scheduled communication with school/district administrators
   ___ Other (please specify) _____

Program Services

8. Please provide the following information *for each grade level served* by your ETS office:
   a. **5th Grade**
      1. Number of contacts per ETS student, per year ____

      2. What methods does you program use when providing contact with students (check all that apply):
         ___ Individual contact with students
         ___ Small-group contact with students (2-5 students)
         ___ Large group contact with students (6 or more students)

      3. Does your ETS program provide services to students by (check all that apply):
         ___ Going into classrooms during school hours
         ___ Pulling students out of class
         ___ Meeting with students after school hours
         ___ Meeting with students on the weekends
         ___ Other (please specify) _____

   b. **6th Grade**
      1. Number of contacts per ETS student, per year ____

      2. What methods does you program use when providing contact with students (check all that apply):
         ___ Individual contact with students
         ___ Small-group contact with students (2-5 students)
         ___ Large group contact with students (6 or more students)

      3. Does your ETS program provide services to students by (check all that apply):
         ___ Going into classrooms during school hours
         ___ Pulling students out of class
         ___ Meeting with students after school hours
         ___ Meeting with students on the weekends
         ___ Other (please specify) _____

c. **7th Grade**

1. Number of contacts per ETS student, per year ____

2. What methods does you program use when providing contact with students (check all that apply):
   - ___ Individual contact with students
   - ___ Small-group contact with students (2-5 students)
   - ___ Large group contact with students (6 or more students)

3. Does your ETS program provide services to students by (check all that apply):
   - ___ Going into classrooms during school hours
   - ___ Pulling students out of class
   - ___ Meeting with students after school hours
   - ___ Meeting with students on the weekends
   - ___ Other (please specify) _____

d. **8th Grade**

1. Number of contacts per ETS student, per year ____

2. What methods does you program use when providing contact with students (check all that apply):
   - ___ Individual contact with students
   - ___ Small-group contact with students (2-5 students)
   - ___ Large group contact with students (6 or more students)

3. Does your ETS program provide services to students by (check all that apply):
   - ___ Going into classrooms during school hours
   - ___ Pulling students out of class
   - ___ Meeting with students after school hours
   - ___ Meeting with students on the weekends
   - ___ Other (please specify) _____

e. **9th Grade**

1. Number of contacts per ETS student, per year ____

2. What methods does you program use when providing contact with students (check all that apply):
   ___ Individual contact with students
   ___ Small-group contact with students (2-5 students)
   ___ Large group contact with students (6 or more students)

3. Does your ETS program provide services to students by (check all that apply):
   ___ Going into classrooms during school hours
   ___ Pulling students out of class
   ___ Meeting with students after school hours
   ___ Meeting with students on the weekends
   ___ Other (please specify) _____

f. **10th Grade**

1. Number of contacts per ETS student, per year ____

2. What methods does you program use when providing contact with students (check all that apply):
   ___ Individual contact with students
   ___ Small-group contact with students (2-5 students)
   ___ Large group contact with students (6 or more students)

3. Does your ETS program provide services to students by (check all that apply):
   ___ Going into classrooms during school hours
   ___ Pulling students out of class
   ___ Meeting with students after school hours
   ___ Meeting with students on the weekends
   ___ Other (please specify) _____

g. **11th Grade**

1. Number of contacts per ETS student, per year ____

2. What methods does you program use when providing contact with students (check all that apply):
   - ___ Individual contact with students
   - ___ Small-group contact with students (2-5 students)
   - ___ Large group contact with students (6 or more students)

3. Does your ETS program provide services to students by (check all that apply):
   - ___ Going into classrooms during school hours
   - ___ Pulling students out of class
   - ___ Meeting with students after school hours
   - ___ Meeting with students on the weekends
   - ___ Other (please specify) _____

h. **12th Grade**

1. Number of contacts per ETS student, per year ____

2. What methods does you program use when providing contact with students (check all that apply):
   - ___ Individual contact with students
   - ___ Small-group contact with students (2-5 students)
   - ___ Large group contact with students (6 or more students)

3. Does your ETS program provide services to students by (check all that apply):
   - ___ Going into classrooms during school hours
   - ___ Pulling students out of class
   - ___ Meeting with students after school hours
   - ___ Meeting with students on the weekends
   - ___ Other (please specify) _____

9. How does your ETS program assist students in their transition from middle school to high school (Please check all that apply)?
   ___ Does not apply
   ___ Same ETS counselor works with students in both middle and high school
   ___ All ETS services are offered in the same building in both middle and high school
   ___ Summer programs are offered to students transitioning from middle to high school
      1. How many students are served in the summer programs? _____ students
      2. What topics are covered in the summer programs?

   ___ Field trips are held for those students transitioning from middle to high school
      1. How many students typically participate in the field trips? _____ students
      2. Where do the students go on the field trips?

   ___ Other (please specify)
   _____

If you would like a copy of the completed report, please provide us with the following information:

Name and Title: Email: Phone:
Address: